

Ways of Being Quick Guides

Use the Quick Guides to teach staff about SEL and spark a discussion about social and emotional learning in your program. Quick Guides provides a concise summary of one dimension of the Ways of Being (WOB) model. Each Quick Guide contains a short description of the WOB, social and emotional skills associated with that WOB, discussion questions to guide staff, and practices to support youth.

Why This Matters

- Staff awareness of social and emotional learning is important when effectively supporting social and emotional development with youth.
- Learning about the Ways of Being can give staff helpful language and skills to improve their conversations with youth.

Getting Started

- Materials: Copies of the Ways of Being Quick Guides
- Time: 20 minutes for each Quick Guide
- As a facilitator, consider reading *Ways of Being: A Model for Social & Emotional Learning*, an issue brief about the Ways of Being model, ahead of time to enhance your own understanding of the Ways of Being model.

How To Use It

- 1) Focus on a single Quick Guide at a time.
- 2) Have staff read over the sheet and then use the discussion questions to reflect on each Ways of Being within your program.
- 3) To expand on the discussion, use the conversation starters below.
 - What other SEL skills would you add to [you're your specific Ways of Being area]?
 - How do we support youth in this area? What other strategies might we use to support youth in in this area?
 - Once all Ways of Being have been reviewed, Which Ways of Being do you see as strongest in the program? Which Ways of Being do you see as in greatest need for improvement?

Take It Further

- Consider sharing the Ways of Being Quick Guides with youth or parents in your program to spark a conversation about SEL.
- For an activity with youth, try adding in the characters from *Meet the Wobbles* as examples of each Ways of Being.

WAYS OF FEELING



Ways of Feeling includes all the skills, experiences, and capacities a person has to identify and make sense of their emotions.

Skills include:

- Self-control
- Emotional intelligence
- Emotional awareness
- Self-regulation
- Coping skills

Questions to guide staff

- In what ways does your program culture or activities encourage or discourage the expression of youth and adult feelings?
- To what extent is the culture of your program emotionally safe for youth express their feelings?

Practices to support youth

- Develop routines for youth to practice naming and expressing emotions (i.e. daily check-ins or reflection).
- Create program expectations to facilitate a safe, non-judgmental space.
- Model naming and expressing your own emotions.

WAYS OF RELATING



Ways of Relating includes the skills youth need to understand and navigate their interactions and relationships with others.

Skills include:

- Social skills
- Teamwork
- Cooperation
- Communication/
Active listening
- Conflict resolution

Questions to guide staff

- How do youth get to know each other in your program?
- In what ways do you ensure the emotional safety of your participants and foster healthy interactions?
- How do youth in your program handle conflict?
- What processes are in place to support peaceful conflict resolution?

Practices to support youth

- Provide structured time for youth to get to know each other and work together.
- Develop consistent practices for resolving conflict.
- Incorporate teambuilding games with reflection.

WAYS OF DOING



Ways of doing includes skills to approach tasks and achieve goals.

Skills include:

- Grit
- Perseverance
- Goal setting
- Problem solving
- Focus
- Motivation

Questions to guide staff

- In what ways do you give youth opportunities to set goals, make plans, and follow through?
- Do program staff take time to offer meaningful feedback to youth regarding their social and emotional skill development? If not, how could you create opportunities for these conversations to happen?

Practices to support youth

- Provide activities for youth to practice goal-setting.
- Incorporate appropriate challenges to encourage persistence and determination.
- Organize your program activities around youth voice and choice.

WAYS I AM



Ways I Am includes the attitudes and beliefs youth have about themselves in relation to their feelings, relationships, and goals.

Skills include:

- Self-efficacy
- Agency
- Hope
- Sense of self
- Cultural identity

Questions to guide staff

- In what ways does your program allow youth to express and share their identity?
- To what extent do staff engage in discussions about culture?

Practices to support youth

- Provide time for youth to share important aspects of their lives.
- Engage in a discussion about culture with youth.
- Create activities that allow youth to teach others about their background, culture and interests.